

Stage 2 Determine Acceptable Evidence.

Performance Task (Summary in G.R.A.S.P.S. form): (T)

Goal: The goal will be for the students to create a dance using four actions words.

Role: The students are going to be the choreographers.

Audience: The target audience will be their teacher, principal, and guidance counselor.

Situation: The challenge involves dealing with action words and how to create a dance from them.

Product/Presentation: The students will need to develop a dance to perform for an audience so that their peers can film it and create a movie.

Standards (criteria from both rubrics): working with partner, focus on task, quality of work, contributions, attitude, pride, dance introduction, dance introduction - enthusiasm, dance introduction - posture and eye contact, post performance - questions and answers, post performance - enthusiasm, post performance - posture and eye contact

Other Evidence (quizzes, test, prompts, observations, dialogues, work sample, etc.):

Other Evidence (OE)

- Glogster: students create a poster showing images of positive ways to treat each other
- Word: create checklist that partners can use to critique partners skills
- imovie: teacher videotapes students performances.'
- photos: teacher will take pictures of students showing action word statues or feeling statues.
- conversation: students discuss situations when they felt different
- role play: students explore what success looks like in different situations.

Student Self-Assessment and Reflection

Self-Assessment (SA)

- Pre-Assessment: entrance rubric: when entering class, students will fill out an entrance rubric asking for three examples of how people like to be treated.
- Check for understanding: thumbs up, exit tickets, observations, Q & A, role play, conversations
- Timely feedback: conversation, checklist, peer review

Assessment Task Blue Print

What understandings/goals will be assessed through this task? (G)

Understanding

Goal (NSPE)

Students will understand that their behaviors and interactions will affect those around them.

- Assists a partner by sharing observations about skill performance during practice.
- Accepts all partners without regard to personal differences (e.g., ethnicity, gender, disability).

- Golden Rule: treat others the way you want to be treated.

What criteria are implied in the standard(s) understanding(s) regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Big Idea

- dance

Big Idea

- take care of each other

Through what authentic performance task will students demonstrate understandings?

Task Description: (T)

You are no longer at Russell Elementary. This is no longer a gym. You are now at Radio City Music Hall and it is your job to create a dance. You are choreographers! This dance is called The Action Word Dance and it is your mission to create the most exciting and interesting dance you can. You will then be performing your creation with a partner for the most important people at your work: your teachers, principals, guidance councilors, and fellow classmates. Excite them!

This dance will need to consist of four action words. Action words are also known as verbs and you will be choosing from a list of 200 the words that you and your partner like the best. The words you chose should be fun, interesting, and different. It will be your job to demonstrate these words through movement. There will be no speaking. Let your body speak for you.

Not only will you be performing your dance for the audience. You will also be demonstrating how two people can work with each other. The dance will reflect the hard work of you and your partner helping each other. You and your partner will be collaborating and respecting the opinions of each other.

Before you perform this dance, like any great work, you will be introducing your dance to the audience. Then at the end, there will be a question and answer period. It will be your job to be confident and speak clearly to your audience.

Let the dancing begin!

What student products/performances will provide evidence of desired understandings?

Type II Product

- movie maker

Type of Presentation

- oral presentation introducing the dance while classmates are filming. The dance will then be shown to parents during conference night.

By what criteria will student products/performances be evaluated?

Product Criteria

- working with partner
- focus on task
- quality of work
- contributions

Presentation Criteria

- dance introduction
- dance introduction - enthusiasm
- dance introduction - posture and eye contact
- post performance - questions and answers

- attitude
- pride

- post performance - enthusiasm
- post performance - posture and eye contact

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